



**SEATON ACADEMY**

**SEND INFORMATION REPORT**

Produced in accordance with:  
 Section 69 of the 'Children and Families Act 2014'  
 Regulation 51 and Schedule 1 of the 'Special Educational Needs and Disabilities Regulations 2014'  
 Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'  
 Pre-key stage 2: Pupils working below the national curriculum assessment standard: 2020  
 The engagement model: July 2020

<b>Type of School:</b> Nursery and Infant		<b>Specialist Provision on Site:</b> No	
<b>PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:</b>			
<p><b><u>Key Members of Staff</u></b>          Who are the best people to talk to at Seaton Academy about my child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?</p>	<p>SENDco –          Michelle          Noctor.</p>	<p>The SENDco is responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.</li> </ul> <p>Ensuring that parents/carers are:</p> <ul style="list-style-type: none"> <li>• involved in supporting their child's learning</li> <li>• kept informed about the support their child is getting via the staff who are working directly with them</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> <li>• Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and along with the class teacher ensure that there are detailed records of pupil's progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help pupils achieve the best possible progress in school.</li> <li>• Ensuring that all staff working with a child in school are supported to deliver the planned</li> </ul>	

		work/programme for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
	Class Teachers	<p>Class Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Checking on the progress of the child with SEND and identifying, planning and delivering any additional help that they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.</li> <li>• Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom for all the pupils they teach with any SEND.</li> <li>• Following advice given by SENDco and any specialists working with the child.</li> <li>• Adapting work or resources as appropriate for children with any additional needs or learning styles.</li> <li>• Coordinating Early Help Assessments and meetings for pupils in their class with the support of the SENDco.</li> </ul>
	Head Teacher- Robert Barton	<p>The Head teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND and allocation of the budget relating to SEND.</li> <li>• He will give responsibility to the SENDCO and class/subject teachers, but is still responsible for ensuring that the pupil's needs are met.</li> <li>• He, along with the support of the SENDco, must make sure that the Board of Trustees is kept up to date about any issues in the school relating to SEND.</li> <li>• Hold teachers to account over the progress of pupils with SEND and interventions provided through regular pupil progress meetings.</li> </ul>
	SEND Governor- Shelly McGlasson	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made available for any child who attends the school who has a SEND.</li> </ul>

**1. What kind of special educational needs provision is accessible for children at Seaton Academy?**

Seaton Academy is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

## 2. How do we identify children who may have a SEND need?

The SENDCO will work with all the staff to ensure children who may need ‘*additional to*’, or ‘*different from*’ support to that normally found in the classroom, **are identified as early as possible**. That children’s progress is regularly monitored and reviewed. In addition to this we have Pupil progress meetings to ensure children’s needs are being met and that children who are not making adequate progress are identified.

# Seaton Academy A Graduated Approach- Levels

*Documents consulted when creating this information includes: The Special Education Needs and Disability Code of Practice, EEF Special Educational Needs in the Mainstream Classroom Guidance Report, Cumbria SEND Local Offer, Cumberland Local Authority SEND Advisor, Ordinarily Available Provision- Cumberland.*

### Areas of Need

Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child’s learning skills. It is their ability to process information, reason, remember and relate.</p> <p>A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia</p>	<p>Communication and Interaction is the ability to communicate with others.</p> <p>These difficulties may be displayed through the child or young person finding difficulties with: Receptive language, Expressive Language, Speech and/ or Social use of Language.</p> <p>Receptive language includes: attention and listening; hearing and making sense of sounds in words; understanding the</p>	<p>There are a wide range of sensory and physical difficulties that affect children across the ability range.</p> <p>Children with visual impairment (VI) or hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children with a physical disability (PD) require ongoing additional ongoing support and equipment to access all the</p>	<p>Children and young people who have difficulties with their social and emotional development may have immature social skills and find it difficult to make friends and sustain healthy relationships.</p> <p>They may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.</p>

<p>(writing.)</p> <p>Children and young people with Moderate Learning Difficulty (MLD) will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support and they should therefore qualify for an EHCP.</p> <p>Children and young people with Profound and Multiple Learning Difficulties (PMLD) have</p>	<p>meaning of words and concepts; understanding structure and rules (phonology- the rules that govern how sounds are combined to form words, syntax - the rules governing word - order, and morphology- changes to words to support meaning, for example, adding "s" to indicate plural); remembering (working auditory memory.)</p> <p>Expressive language includes: how you decide what you want to say; retrieve appropriate vocabulary; use appropriate grammatical markers and sentence structure; sequence and organise ideas - sentence and narrative level.</p> <p>Speech is the verbal expression of language and includes: how you select sounds ( phonology); send instructions to speech muscles (mouth, throat and lungs) to create sounds; articulate sounds (involves tongue, lips, hard/soft palates, larynx); blend sounds together to formulate recognisable words; use appropriate intonation, pitch, volume, tone and fluency.</p>	<p>opportunities available to their peers.</p> <p>A medical diagnosis or a disability does not necessarily imply a special educational need (SEN). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. Some children may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education. Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema and Cystic fibrosis. In such cases, school staff will take into consideration the medical guidance available.</p>	<p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated as well as through challenging, disruptive or disturbing behaviour. Some of the aspects of difficulty included in this area are:</p> <ul style="list-style-type: none"> <li>• Adjustment disorders (when a child or young person may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.)</li> <li>• Anxiety Disorders (when a child or young person may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.</li> <li>• Obsessive-Compulsive Disorder ('OCD') (when a</li> </ul>
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<p>difficulties in more than one area, including severe learning disability, combined with other significant problems and complex needs. Most will attend special schools. Children and young people with Attention deficit hyperactivity disorder (ADHD) will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.</p>	<p>Use of social language includes: recognising and demonstrating appropriate non-verbal communication skills ( e.g. body language, facial expression); paralinguistic skills (intonation, pitch, volume, tone of voice); conversational skills; asking for and giving information.</p> <p>Children and young people with ASD find it difficult to:</p> <ul style="list-style-type: none"> <li>• understand and use non-verbal and verbal communication</li> <li>• understand social behaviour, which affects their ability to interact with children and adults</li> <li>• think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.</li> </ul> <p>Children and young people with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.</p> <p>Children and young people with Asperger's syndrome share the</p>		<p>child or young person can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.)</p>
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	same triad of impairments but have higher intellectual abilities and their language development is different from the majority of those with autism.		
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## A Graduated Approach - Cumberland Banding Levels



To effectively include all children and young people in the teaching and learning process, adaptive teaching should be based upon:

- Clear objectives that are shared with the children and young people.
- Careful explanation of new vocabulary.
- Lively interactive teaching styles.
- An expectation that children and young people will be enabled to accept responsibility for their learning and work independently.

## Seaton Academy A Graduated Approach - Levels

**Quality First Teaching and Ordinarily Available Provision**  
**Pupil placed on watch list**

**Quality First Teaching places a strong focus on pupil participation in learning and includes:**

- Pedagogical (teacher) content knowledge.
- Small Step Planning.
- Plan for Error.
- Making the implicit explicit.
- Providing appropriate levels of challenge.
- Metacognitive skill development.
- Effective use of teacher modelling.
- Assessment for learning (AFL) strategies.
- Examples and non-examples.
- Ensuring 100% participation.
- Purposeful practice- focused attention with the specific purpose of improving performance.

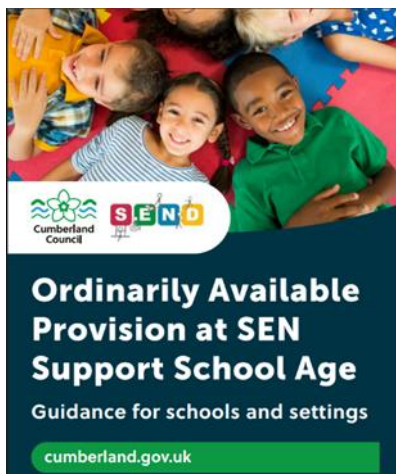
**Quality First Teaching involves teachers providing the following:**

- A well-organised classroom with labels and picture symbols.
- Clear lesson structure with objectives presented orally.
- Visually clear explanations of realistic targets and how to reach them.
- Instructions given in small chunks with visual clues.
- Talking through processes and reflecting and evaluating at the end of a process.
- Checking understanding by asking children or young people to explain what they have to do.
- Demonstrating understanding in a variety of ways.
- Activities of varying length, appropriate to the task and need of the class/individual learner.
- A range of groupings including some pairing activities.
- Activities and listening arranged to allow for more 'kinaesthetic' activities.
- Specifically targeted and motivating praise.
- Memory supported by explicit demonstrations and modelling with good examples used.
- Classroom support that is planned for and used to maximise learning.
- Set clear and consistent expectations for students.
- Relevant and interesting extension activities for when work is completed quickly.

<b>Lessons should include:</b>	<b>Teachers should provide opportunities for:</b>
Freedom and Flexibility	Reflecting on and talking through a process
Consistency of Expectations	Reflecting and evaluating at the end of a process
Explaining and illustrating	Exploring and investigating
Guided learning	Choosing tasks
An element of humour	Working with different people within well-thought-out group work
Directing and telling	Developing independence
The chance to have fun	Working at an individual pace
Explanations of clear targets and how to reach them	Interesting and relevant extension activities when work is completed quickly
Summarising and reminding	Making useful mistakes, and learning from them in a supportive environment
Practical work	Taking risks when working
Study skills taught through subjects	Extended interaction and dialogue
Treating children as intellectual equals	Challenging beliefs and perceptions
Variety	Alternative forms of recording
Chances to have the whole class involved	Working beyond the syllabus
Quizzes and competitions	Questioning and being curious
Thinking activities	Investigation and problem solving
Drama and role-play	Making connections with the real world
Activities of varying length appropriate to task and need of class/individual	Demonstration (teacher and other pupils)
Time limited tasks	Consolidating and embedding learning
A focus on big ideas	Demonstrating their own love of learning

The Ordinarily Available Provision for Cumberland provides guidance for all school-age children and young people in mainstream education settings. It aims to offer clear, accessible support, information, and advice to help meet a wide range of needs. The guidance has been developed in collaboration with a range of key professionals and specialists with expertise in specific areas.

[https://search3.openobjects.com/mediamanager/cumbria/fsd/files/final\\_2025\\_ordinarily\\_available\\_provision\\_at\\_sen\\_support\\_school\\_age\\_1\\_.pdf](https://search3.openobjects.com/mediamanager/cumbria/fsd/files/final_2025_ordinarily_available_provision_at_sen_support_school_age_1_.pdf)



**A Graduated Approach - Levels**

**Step 1**

**Mild**

- Concerns are identified
- SEND IEP's are put in place using the graduated approach cycles
- Pupil is placed on SEND register
- Implement strategies from 'Ordinarily Available Provision at SEN Support' guidance
- Provide pupil with designated resources which meet their needs

**A Graduated Approach - Levels**

**Step 2**

**Moderate**

- Continue to meet the pupils need with designated resources
- Monitoring any concerns regarding the pupil's progress through the graduated approach cycles (SEND IEP's)
- External advice may be required

**A Graduated Approach - Levels**

**Step 3**

**Severe**

- Continue SEND IEP's using graduated approach cycle
- EHCP may be considered as appropriate
- Any additional resources to meet the pupils need
- External advice to support the identification of the pupil's individual support strategies

<b>A Graduated Approach - Levels Step 4 Extreme</b>
<ul style="list-style-type: none"> <li>• EHCP in place</li> </ul>
<b>A Graduated Approach - Levels Step 5 Profound</b>
<ul style="list-style-type: none"> <li>• EHCP</li> <li>• Specialist resources</li> <li>• Accessible provision</li> </ul>
<b>A Graduated Approach - Levels Step 6 Exceptional</b>
<ul style="list-style-type: none"> <li>• EHCP</li> <li>• Response to long-term multiple needs in place</li> </ul>

**3. What provision is made for children with SEND; with and without an EHC Plan - in respect of:**

**a) How is the intervention/support monitored as to its effectiveness?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making towards their targets or SEN Support targets. Targets and interventions are amended when required to ensure all children make good progress.

**b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Monitoring and reviewing The Graduated Approach- Levels
- Screening language needs through WellComms as part of early identification

A child's progress is tracked using the SEN IEP's, monitoring form and data on Insight. Those children identified as benefitting from intervention/support are monitored against the progress they are making towards their targets at a termly pupil progress meeting.

Interventions will continue or will be adapted where necessary to ensure all children make good progress from their starting points. Where necessary, pre-key stage standards will be used for pupils working below the national curriculum assessment standard and if required a developmental journal.

#### **c) What is the schools approach to teaching children with SEND?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, adaptive teaching, small group work or through 1:1 teaching.

#### **d) How does the school adapt the curriculum and learning environment for children with SEND?**

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

#### **The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

##### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

##### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on CPOMS and Pupil Passports, IEP's or ECHP will be made accessible to staff and parents. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### **e) What additional support is available for children with SEND?**

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. Interventions available include:

- Daily reading / questioning
- Precision Teaching
- Rainbow Room
- Phonics Intervention
- Maths Intervention – pre teaching / revisiting / groups
- English Intervention – pre teaching / revisiting / groups
- ELSA
- Nurture
- Draw and talk

### **f) What support is available for ensuring the emotional and social development of pupils with SEND?**

We have two members of staff who are trained in ELSA. These members of staff work with small groups and on a 1:1 basis depending on needs. Nurture and ELSA are both carried out in our Rainbow Room to provide a quiet and safe space for the pupils.

#### **4. Who is the named SEND contact?**

Mrs Michelle Noctor

#### **5. What specific expertise is available to children with SEND?**

Specialist services include, but are not limited to:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

#### **6. What specialist equipment and facilities are there for children with SEND?**

Alternative keyboards, a variety of chews, headphones, visual timetables, sensory opportunities, slope boards, wobble cushions, standing desk, weighted blankets and IPADS. Additional equipment is purchased when necessary.

Within Seaton Academy we have the Rainbow Room. The Rainbow Room is a dedicated space where SEND children can go when they need a quiet space or require regulation.

#### **7. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are actively encouraged to be partners in their child's education through;

- Informal discussions
- Telephone contact
- DOJO conversations
- SEN Individual Educational Plan discussions
- Progress reviews and yearly written reports.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

#### **8. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

#### **9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. Our full complaints policy can be read on our school website.

#### **10. How does the school/board of trustees involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

### **11. What are the contact details of support services for the parents of children with SEND?**

Cumberland Council's Local Offer- <https://cumberlandsend.co.uk/cumberland-send>  
<https://cumberlandsend.co.uk/about>

Support services for families and children- <https://www.cumberland.gov.uk/health-and-social-care/children-and-families/early-help-support-families/find-advice-and-support-services-families-and-children/parenting-support>

Cumberland SEND IAS (Information, Advice and Support) Service - <https://sendiass.cumberland.gov.uk/cumberland-send-information-advice-and-support-service-send-ias>

Family Line - Telephone: 0808 802 6666

Text: 07537 404282

Email: [familyline@family-action.org.uk](mailto:familyline@family-action.org.uk)

IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)

### **12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

- Consultation/meeting with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Liaise with previous / future setting to arrange additional transition session.
- Opportunities for the child and parent to have supported visit's to the new setting.

### **13. Where is the Local Authorities Local Offer published?**

Cumberland Council's Local Offer - <https://cumberlandsend.co.uk/cumberland-send>